DOCUMENT RESUME

ED 471 098 SO 034 336

AUTHOR	Zachlod, Michelle, Ed.
TITLE	The War for Independence. Grade 5 Model Lesson for Standard 5.5. California History-Social Science Course Models.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	2001-00-00
NOTE	41p.; For additional California state standard lesson plans, see SO 034 333-351
AVAILABLE FROM	California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720. Tel: 916-319-0791. For full text: http://www.history.ctaponline.org/ center/.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Academic Standards; *Colonialism; Curriculum Enrichment; Grade 5; Intermediate Grades; Language Arts; *Models; *Revolutionary War (United States); *Social Studies; State Standards; United States History
IDENTIFIERS	California; Causal Influences

ABSTRACT

California State Standard 5.5 is delineated as: Students explain the causes of the Revolutionary War. The Revolutionary War is a great central drama in U.S. history and in the evolution of nationalism and democracy throughout the world. Students should perceive the worldwide impact of the colonies' triumph over British imperial power and its effect still at work in modern nationalist and democratic revolutions. They should understand how political, religious, and economic ideas and interests brought about the Revolutionary War. This lesson begins with the escalation of conflict between the colonies and Britain; each side seeing its own expectations as justified and reasonable. Throughout the unit, teachers should introduce biographies and stories of important persons. Independent and small-group readings, readings aloud, telling stories, staging short skits, and role playing are only a few means of engaging students in the material. The lesson discusses significance of topic ("Beginning the Topic"; "Developing the Topic"; "Culminating the Topic"); assessment; extended and correlated activities; resources for sample topic; visual and performing art resources; Web sites; Appendix V-1--"What Caused the Revolutionary War?"; Appendix V-2--"Meaning of Revolution"; Appendix 5-3--"Steps to Revolution"; Appendix V-4--"Flag"; Appendix V-5--"Notable Figures of the Revolutionary Era"; Appendix V-6--"Unsung Heroes of the Revolution"; and Appendix V-7--"Six-Point Decision Making Chart." Contains focus questions, reading, writing, speaking, and listening activities. (BT)

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ED 471 098

CALIFORNIA History-Social Science
Course Models

The War for Independence

Grade 5 Model Lesson for Standard 5.5

Edited by Dr. Michelle Zachlod

2001

http://www.history.ctaponline.org/center/

SO 034 336

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The War for Independence

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Unit V

The War for Independence

Dr. Michelle G. Zachlod, editor, under the auspices of the California Department of Education.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

Sample topic addressing elements of Standard 5:
- The background and causes of the American Revolution.
- The course and the outcome of the war.
- The Declaration of Independence
- Key individuals during this period

Suggested time:
20 class sessions

Significance of the Topic

The American Revolution is a great central drama in United States history and in the evolution of nationalism and democracy throughout the world. Students should perceive the worldwide impact of the colonies' triumph over British imperial power and its effect still at work in nationalist and democratic revolutions of our own time. Students at this level should understand the causes of the American Revolution. They should understand that laws imposed on the colonial civilian population were called "Intolerable Acts." Most colonies sent delegates to the First Continental Congress to organize their opposition against such imposed sanctions.

Students should recognize the power of ideas such as those expressed in the Declaration of Independence and in the writings of Thomas Paine, and the importance of individuals in history such as King George III, Thomas Jefferson, and George Washington. Students will understand

how the Second Continental Congress was needed to carry forth the writing of the Declaration of Independence. They should recognize that opinion was never unanimous on either the British or American side and that there were attempts to moderate the conflict and to prevent war. It was not inevitable that events turned out as they did. There were options and other possible outcomes, as there nearly always are in conflict. Realizing this, students can more clearly recognize the drama that unfolded as many people made their choices leading to war.

The topic begins with the escalation of conflict between the colonies and Britain, each side seeing its own expectations as justified and reasonable. As the conflict deepened, extremists found it easier to inflame popular opinion, and the voices of patience and compromise were shouted down. The course and the human costs of the war should be plainly drawn. America's dependence with the help of France illustrates the need for, and workings of, international alliances and great-power rivalries as they relate to "underdeveloped" areas throughout modern history.

The American Revolution had different meanings for different people. Some American patriots thought of the revolution as resistance to arbitrary changes in order to return to an earlier acceptable condition restoring the "rights of Englishmen." Other patriots saw it as a war for independence, as well as a revolution to change inequities in society. The study of this period provides a unique opportunity to explore various perspectives through the reading of primary source material that reflected different people's goals and aspirations.

Throughout the unit, teachers should introduce biographies and stories of important persons. Scheduling independent and small-group readings, reading aloud, telling stories, staging short skits, and role-playing are only a few means of engaging students in appreciating such figures as George Washington, Patrick Henry, Abigail Adams, Crispus Attucks, Thomas Jefferson, Benjamin Franklin, John Adams, Betsy Ross and Paul Revere. Even material on Benedict Arnold gives students opportunities for reflection.

Focus Questions:

1. What reasons would make the colonists revolt against England?
2. What were the significant events leading up to the American Revolution?
3. How did the colonists respond to British policy?
4. Why was the snake used to represent the colonies? Was the snake a good choice? Why or why not?
5. What animal would you choose as a symbol for the colonies? Explain your reasons why.
6. Did the poem written by James Rivington support the Loyalists or Patriots? What are the clues in the poem that indicate which side he supports?
7. Who were the key people during this period and why should they be remembered?
8. How did the war progress from the first rebellion to the signing of the Declaration of Independence?
9. Why was there conflict between families, friends and communities?
10. Why was the Declaration of Independence such an important document when it was written? Why is this document still the basis for our democracy today?

Sample Vocabulary Used in This Unit

revolution
rebellion
taxation
colonists
confrontation
massacre
Continental Congress
Declaration of Independence
tyranny
legislation
freedom
independence
conflict
democracy
nationalism
monarch
British imperial power
revolt
acts
militia

Literacy Links

Reading

- Students research information on the causes of the American Revolutionary War and their effects.
- Students read the various acts that England imposed on the colonies.
- Students investigate how the colonists responded to British policy.
- Students produce a Revolutionary Times newspaper.
- Students read biographies of key people during the American Revolution.
- Students read British and American accounts of the Battle of Lexington.

Writing

- Students fill in a cause and effect graphic organizer from their research.
- Students write descriptions of the acts and create posters representing them.
- Students construct a timeline on which the significant events of the War for Independence are placed.
- Students write poems or songs to demonstrate how the colonists responded to British policy.
- Students write a biography about the leader, hero or heroine whom they have chosen to research.
- Students work with individual outline maps and fill in the locations of important battles and significant places.
- Students write letters explaining their decisions about going to war, which side they chose, and why.

- Students write journals from the perspectives of soldiers or others who were part of the war.
- Students in small groups create board games depicting the major events and turning points of the war.
- Students in small groups take on the role of Loyalists or Patriots and write the reasons why their cause is right and just.

Speaking
- Students share posters and descriptions with the class.
- Students make short, creative presentations to the class on their findings about British policy.
- Students debate the question: *Are the characteristics that made great leaders and heroes in the past the same as those that make today's leaders and heroes?*
- Students discuss concepts of conflict, honor, ethical behavior, and values.
- Students debate the pros and cons of going to war.
- Students discuss meaning of the Declaration of Independence.
- Students teach their games to classmates.

Listening
- Students listen to poster presentations.
- Students listen to creative presentations.
- Students listen to the debate on heroes and leaders.
- Students listen to historical biographies about people who lived during the time of the War of Independence.
- Students listen to others' opinions about the pros and cons of going to war.

A
Beginning the Topic

Focus Question: What reasons would make the colonists revolt against England?
The first issues to be reviewed are the expectations of both England and the colonies in the early 1770's. Students should realize that the colonies were prosperous and politically successful, though separate from one another. They were proud to have helped England to evict France from the Ohio Valley and the Great Lakes region, and they had expected to settle in and benefit economically from those areas. England had other plans for the colonies. The two differing views of the role that the colonies would play heightened the conflict. Additionally, England had incurred a large debt during the Seven Years' War and needed the revenue. The colonies were seen as an excellent source of revenue from taxes.

Refer to the textbook and provide students with additional books, websites and resources to use in their research of the causes leading to the Revolutionary War and the effects of these causes (see Additional Resources).

As students research information, they will fill out individual T-Charts showing Cause and Effect (see Appendix A). Instruct students to draw arrows from one column to the next showing how preliminary conflicts and events caused specific effects. Have students share and compare their T-Charts throughout their research.

When research and individual T-Charts are completed, create a class T-Chart summarizing the key causes and effects leading up to the Revolutionary War. Use this information to write individual events (causes and effects) on separate sentence strips. The next day, distribute one sentence strip (event) to each student and instruct students to find their match (for each cause, there will be an effect). When students find each other and the teacher checks for accuracy, have students hold a conversation about this event in history. You might ask: *When did this event happen? Who was involved in this conflict? Why was this event important to the development of our nation? What were some alternative solutions to the problems faced? Would those alternatives have changed the course of history? If so, how?*

Finally, have students hold their sentence strip in front of them and create a semi-circle so that each student is facing inward and standing in chronological order showing what events happened first, second, third and so on. When the semi-circle is complete, have each student read his or her card aloud. Afterwards, ask students what they are thinking as they look around the circle and see the many choices, events, and outcomes that led to the war between the Patriots and Loyalists. (If you have more students than events, ask some students to act as "floaters" who help students find matches, answer questions, and place themselves in chronological order. The floaters might act as the readers as they stand inside the semi-circle and read the cards displayed.)

Focus Question: What were the significant events leading up to the American Revolution?
Introduce students to the concept of revolution (see Appendix B for clarification of the term). Provide some background information on the French and Indian War, and how Britain's lengthy and costly struggle had made it necessary to increase tax rates to the point that by 1763 British landowners were sending about a third of their income to England.

Next, have students follow the unfolding drama that occurred as each attempt by Britain to take wealth from the colonies in the form of fees and tariffs was met with resistance and retaliation. English legislation, measures enacted to keep the colonists in line, and significant events between 1763 and 1777 should be considered, especially, the Sugar Act (1764), the Stamp Act (1765), the Townshend Act (1767), the Tea Act of 1773, the Quartering Acts (1765 and 1774), and the closing of the port of Boston (1774).

Divide students into groups and assign one of the acts to each group to research. Students should have a variety of texts available to use to gather information. Each group creates a poster symbolizing the act they are researching. Each group also writes a description of the act, which they will share with the class along with the poster. The posters and descriptions can then be displayed in the classroom.

Construct a timeline on which the significant events of the War for Independence are placed. Students will be responsible for writing significant events on 3 x 5" cards that will be placed on the timeline made from a large sheet of butcher paper. This is an ongoing activity that is to be developed throughout the unit. The timeline can begin with groups recording the dates of the acts they have studied on cards and placing them at the proper places on the timeline. Other cards with important dates will be added as the unit progresses. (See Appendix C for use in developing this lesson and timeline. An alternative is to copy the timeline provided, cut the timeline into sections

and have students read, summarize and then organize themselves in a Living Timeline to present their summaries of the information about events that occurred.)

Focus Question: How did the colonists respond to British policy?
In presenting the colonies' responses, teachers should focus on the Boston Massacre, including punishment of the British soldiers involved; the Boston Tea Party; the First Continental Congress; and the Committees of Correspondence.

Groups investigate how the colonists responded to British policy. Students may draw pictures, cartoons, or write poems or songs to demonstrate how the colonists responded. Each group will make short, creative presentations to the class reporting their findings. Students may wish to do a tableau of a scene, act out events, or put themselves into a picture and explain what is happening around them. Students fill out the 3 x 5" cards with the dates for each event and place them on the class timeline.

As an ongoing activity that reflects the different events throughout the war, students produce a Revolutionary Times newspaper. In groups, have students write different types of articles to create a class newspaper. Include a masthead, features, a society column, an editorial, an obituary, a poem, a political cartoon, a letter to the editor, a "Dear Abby" feature, as well as front page news stories on major events and speeches. The articles should reflect the historical context, events and empathy of the time. If possible, access and replicate an eighteenth century newspaper. Or, access, analyze and replicate a modern newspaper.

Focus Question: Why was the snake used to represent the colonies? Was the snake a good choice? Why or why not?
Begin addressing this topic with Benjamin Franklin's 1754 cartoon, "Join or Die" (Appendix D). Set the stage by having students read about the outbreak of the French and Indian War and explain that Franklin originally drew the cartoon as a means of trying to impress upon the colonies the need to unite in the face of a French threat. Allow students to examine the drawing. *Which colonies are listed as part of the snake? Which are not specifically named? Why do you think Franklin chose a snake?* Following a discussion of the questions, tell the class that there was a popular superstition that a snake cut into parts would come back to life if the segments were put back together before sunset. Ask students what the implications of this superstition mean in the interpretation of the drawing?

Other images of the snake were used in newspapers in 1765 at the time of the Stamp Act crisis and in 1774 just before the Revolution began. Students should note that the snake used on the masthead of the Constitutional Courant (1765) is the same as that drawn by Franklin in 1754. The snake on the masthead of the Massachusetts Sun (Thomas' Boston journal) was drawn by Paul Revere in 1774. Note: Paul Revere added Georgia to the snake's tale.

Show the class a picture of the American victory at Yorktown by English artist James Gillray, "The American Rattlesnake" (1782). Explain that Gillray is showing the defeated British camp encircled by a huge American rattlesnake.

Discuss the characteristics of a snake that made people of that time choose it to represent their thoughts about the Revolution.

Focus Question: What animal would you choose as a symbol for the colonies? Explain the reasons for your decision.
Have students choose animals that they think might be good symbols for the colonies. Begin by asking students to name football, baseball, hockey and basketball teams. List these team names on the board and ask why these names might have been selected. If available, bring in examples of team logos/mascots to examine and discuss. Then, ask student to imagine that their class was one of several colonies. Ask students to imagine that all of the classes at your school combined make up "the colonies." Ask: *How might you describe our colonies/school? What characteristics make our school different from other schools? What would you say are the strengths of this school? What would you say are the challenges for this school?* List responses on the board and discuss the general characteristics evident from the responses. Then ask students to think of an animal or object that is known for these same characteristics. List responses on the board. When an animal or object is agreed upon as representative of your "colonies", or school, invite some students to the board to draw that animal or object. (Does this animal or object match your school mascot?)

Connect this exercise to an understanding about the American colonies. Help students understand that, like your classes, each colony had distinct characteristics (land, economics, religion, political leadership, education, etc.), however, the snake represented all of the colonies as they eventually stood united against Britain. Ask students to brainstorm characteristics that describe the people, land and progress of the colonies. List the characteristics on the board. Distribute drawing paper and invite students to identify and draw a picture of an animal or object that represents the colonies. Ask: *What animals or objects are known for these characteristics listed on the board?*

Once students have identified and drawn an animal or object, have them create a political cartoon using that animal/object to make a statement about some part of the Revolution. Each cartoon should be accompanied by a written description including rationale for selecting the animal/object and portrayal in the cartoon. This activity can be done in small groups or individually. Students then share their finished products with the class. Some may be used in the Revolutionary Times class newspaper.

Focus Question: Did the poem written by James Rivington support the Loyalists or Patriots? What are the clues in the poem that indicate which side he supports?
Ask students to define the terms Patriot and Loyalist. Put the following poem written by James Rivington, a Loyalist, on the overhead projector and read it to the class without telling which side the author supported. Explain the meaning of key words in the poem. Ask students to hypothesize why the author wrote this poem and support their opinion with phrases or words from the poem.

Ye sons of Sedition, how comes it to pass
That America's typed by a snake in the grass?
Don't you think 'tis a scandalous, saucy reflection
That merits the soundest, severest correction?
New England's the head, too-
New England's abused

For the Head of the Serpent we know should be bruised.

Divide students into two groups. Assign one group to represent the Loyalists and another group to represent the Patriots. Ask each student to write a poem from that assigned perspective. Encourage students to discuss their positions with others in the group to gain insight and motivation for writing the poem. Poems might follow one of the following formats:

ABC Poem: Use the letters of the alphabet to start each line of the poem. Continue until you come to a logical conclusion.

A young boy tosses in his sleep
Because he knows trouble is coming
Coming from across the Atlantic
Dampening hopes for peaceful resolution
Even though compromises have been made…
Fathers are leaving their homes,
Gathering in so-called regiments
Holding fast to their faith and pride
In one nation – united and free!

Acrostic Poem: States a creative or humorous idea in responses to what is studied. The letters of a person, place or idea begin each line of the poem. The lines describe emotions, tragedies, and event,...

Love of Country
One Crown
Years of Protection
Allegiance to the King
Leadership of Lords
Insist on Obeying
Slaves will help us
To win this War!

Bio-Poem: A way to find out about a character, a person you know, or yourself. The poems provide the following information:

Line 1: Name	George Washington
Line 2: Four Traits	Curious, patriotic, courageous, leader
Line 3: Related to _____	Husband to Martha
Line 4: Who cares deeply about___	Who cares deeply about his country
Line 5: Who feels _____	Who feels driven by his beliefs
Line 6: Who needs _____	Who needs a government that is fair to the people
Line 7: Who gives _____	Who gives his life to serve the American cause
Line 8: Who fears _____	Who fears losing the Revolutionary War
Line 9: Who would like to see _____	Who would like to see a free, independent nation
Line 10: Resident of _____	Resident of Mount Vernon

Cinquain: A poem of five lines summarizing five basic elements:

Name:	**Thomas Jefferson**
Two adjectives:	**intelligent, educated**
Three Verbs:	**respected, well-traveled, learned**
Simile (like a...as a...)	**As patriotic as a general in battle**
Synonym for the first line:	**Statesman**

Cinquainographies: A cinquain that is slightly altered:

First Name of Person:	**Eve**
2 words associated with the person:	**African-American slave**
3 participles (*ing* words) describing one aspect of the person:	**Spinning, weaving, working**
4 participles (*ing* words) describing a different aspect of the person:	**Praying, hoping, deciding, running**
The last name of the person:	**(none)**

Concrete Poem: The shape or design helps express the meaning or feeling of the poem. (see attached)

Definition Poem: Defines a word or idea creatively...

War
Two Rivals
Fighting for a cause
When caught in disagreement

Found Poem: A Found Poem is a collection of luminous words or phrases quoted from a piece of literature. When read aloud, these words or phrases that groups of students have selected from the text form a Found Poem that focuses on the essence of that text. The Found Poem can be created by students after a piece of text or entire text has been read. The Found Poem enables individuals, groups, or the entire class to return to the text to focus on those vivid words or phrases originally used by the author.

Mary Geddy's Day

This is an important day in my town.
I am both excited and frightened.
See how busy the town is today!
Anne's papa is loyal to the king.
Freedom will not feel as good to me if Anne must leave.
It is hard to sit still
The delegates are not voting for war,
They are voting for or against independence.

There is a great commotion outside on the street.
BOOM! BOOM! BOOM!
Gunfire
"Independence!"
The continental flag is raised
Virginia has decided.
Huzzah! Huzzah! Huzzah!
Will papa go to war?
Will I still have music lessons?
Will Anne truly move away – all the way to England?

(excerpts for found poem taken from Mary Geddy's Day: A Colonial Girl in Williamsburg, by Kate Waters, Scholastic, 1999)

Haiku: Haiku is a traditional Japanese art form, which is over 700 years old and blossomed in the 17th century. It is a short poem with a specific format. The themes for Haiku usually refer to the seasons or nature and encourage the reader to "fill in" the missing images. There are no articles in the Japanese language, few pronouns, and usually no distinctions between plural and singular. Original Haiku is difficult to translate and is found untitled. Haiku has remained popular in its 17-syllable form of 5-7-5.

Patriot
Belief in Country
Representing the People
Fought for our Freedom

Historic Diamante Poem: A close cousin of the cinquain is the form of unrhymed poetry called the Diamante. Because of its physical appearance on paper resembles that of a diamond, it was christened with the Italian word for diamond. It is often used to explore opposites and words well when students are studying a dramatic change in a character, place, system or event.

Topic (noun)
2 Describing Words (adjectives)
3 Action Words (ing)
2 Words to capture topic & 2 words to capture antonym/ending noun
3 Action Words for ending noun
2 Describing Words for ending noun
Ending noun (antonym)

Loyalist
Faithful, English
Preserving, Enforcing, Fighting
Protected, Traditional - Traitor, Rebellious
Arguing, Battling, Believing
Untrained, Inexperienced
Patriot

Lyric Poem: Lyric poems carry a lyrical quality in expressing thoughts, ideas, emotions, and information about any topic:

Why must I decide
Between one or the other?
Either choice will bring but pain and sorrow.
I watch as families are divided
And neighbors cease to speak
Whose interests are served
When dissention and fear override
The progress we've made and now must divide…
I remain,
Undecided.

Narrative Poem: A Narrative Poem is about a character or an important event. This poem tells a story in an arrangement of actions or a sequence of events. It celebrates ideas and images in rhythms and rhymes.

Who-What-Where-When-Why Poem: Exactly as the name implies:

WHO:	Paul Revere, American Patriot
WHAT:	Carried hopes and promise in his famous ride
WHERE:	In the land that would be a new nation
WHEN:	When the government became of and for the people
WHY:	To establish freedom and the pursuit of happiness

Word Cinquain: Much like a cinquain, this short poem captures the essence of a person, place, event, era, or idea. The words are used more freely, however, and create an image or idea with each line.

War
No winners
Walking, waiting, wondering
Buying freedom with our lives
Soldiers

Encourage students to illustrate their poems if time allows. Have students stand with their assigned group and position groups so they are facing each other. Ask for a student to read aloud his/her poem from the Loyalist group, then ask for one from the Patriot group. Keep the "firing" of poems going back and forth (you might line students up so they know when it's their turn to read). After all poems are read, ask students what they heard in the readings. Ask: *Do you have a better understanding of the perspective you were assigned? Why or why not? Do you have a better understanding of the other perspective after hearing these poems? How might poems and other personal writings tell us about the Revolutionary War? How are poems different from other sources of information from this period?*

Ask students to then take the other perspective (Loyalist or Patriot) and create another poem. Post illustrated poems around the room, mixing Loyalist and Patriot perspectives.

B
Developing the Topic

Focus Question: Who were some key people during this period and why should they be remembered?
Wars produce leaders, heroes, and heroines. Have students read biographies of some key people during the American Revolution. Ask students to create a wanted poster from the perspective of the other side detailing the leader's characteristics. Post these posters around the room and invite students to take a gallery walk before holding a reflective conversation with table partners. An alternative project would be for students to fill out a character map/graphic organizer detailing the characteristics of the leader they have chosen and the events that support those characteristics. A list of notable revolutionary war figures is included as Appendix E. Background information on black patriots of the Revolution appears in Appendix F.

Students will use the information they have gathered to write a brief biography about the leader, hero or heroine whom they have chosen to research. Have students present their biographical information during a Hot Seat activity where 4-5 students take seats at the front of the room. The teacher acts as moderator and explains the talk show format for this Hot Seat activity: Each "guest" for today's show is seated "onstage" and will have an opportunity to introduce himself or herself to the audience portraying the character that he/she researched. Students must stay in character while in the hot seats. After introductions, the moderator will ask some questions, such as: *What would you consider your greatest contribution to our nation's history? What might you have done differently if given the chance? What do you consider your strengths and weaknesses? Why do you think you should you be remembered as an important figure in American history?* Then, members of the audience will be invited to ask questions of the guests. After one segment (segments might concentrate on a specific topic, such as "Unsung Heroes" or "Power Struggles"), invite 4-5 different students to take the hot seats and continue the talk show. Before each "guest" leaves the seat, ask for any final words/clarifications/statements. After all students have experienced the hot seat, debrief the activity with students asking: *How did it feel to take on the role of your character? What insights have you gained by sitting in the hot seat? What information do you still need to better understand your character and the decisions/actions he/she made? Why should we remember these characters?*

Students can then debate the question: *Are the characteristics that made great leaders and heroes in the past the same as those that make today's leaders and heroes?* To facilitate this debate, use a Philosophical Chairs activity. First, have students move to one side of the room if their initial response to the question is yes, and to the opposite side of the room if their response is no. Allow each group about 10 minutes to huddle and discuss why they made this decision. Afterwards, ask

the groups to face each other. The teacher acts as facilitator and asks for one student from each group to restate some of the comments made in the huddle. After statements are made, allow members of each group to take turns in questioning the statements of members in the opposite group. For each question posed, allow a member of the opposite group to respond. All the while, let students know that they are free to move to the opposite side if they are swayed by the comments of members in that group.

Focus Question: Why was the Declaration of Independence such an important document when it was written? Why is this document still the basis for our democracy today?
Congress formally approved the Declaration of Independence on July 4, 1776. Of the 56 signers of the document, 18 were non-English, and eight had not been born in the colonies.

Begin by introducing an idea that is very favorable to students because it will somehow improve their condition in school (e.g., computers at every desktop, catered meals and refreshments to class throughout the day, control over what curriculum is covered and what is not). On a piece of chart paper, work with the class to develop a declaration that states what is wanted and why. When the declaration is written and agreed upon, have each student sign the document.

Then lead students in the reading and discussion of the two-pronged Declaration of Independence. Compare and contrast the colonist's declaration with your class declaration. Explain that the Declaration of Independence is, first, an argument to the American colonists and the world in general for breaking away from British rule. Second, it is the presentation of a standard by which a newly independent America would be judged.

After a class discussion on the purpose and meaning of the Declaration of Independence, help students make connections about the relevance of the document today by helping them paraphrase and create a list of what they think are its most important and lasting features. Use your local newspaper to find current examples of the declaration's ideals still active today. Instruct students to write an essay addressing the question: *Why is this document still the basis for our democracy today?*

C
Culminating the Topic

Thomas Paine's pamphlet, Common Sense, written in 1776, was widely read by the colonists and strongly influenced sentiment against the British rule. Provide an overhead or duplicated copies of the pamphlet and discuss why this was one of the most influential pamphlets that has been written.

Students can evaluate the economic causes and effects of the American Revolution by using the Six-Step Decision-Making Chart in Appendix G. Go over the chart with students to ensure they understand the meaning of each of the six points. Use contemporary examples with students so they understand the basics of economics – that people have choices (e.g., eating breakfast, doing homework), choices have costs and benefits (e.g., energy for the day, prepared for school), incentives cause predictable behaviors (e.g., allowance, class privileges), and choices influence the future (e.g., good health, good education).

Within groups, select one of the legislative acts that passed the British Parliament and explain the colonial response, using the chart. Ask students to apply their knowledge of the historical events of the period to the economic principles and explain how and why colonists responded as they did.

Some examples include:
Choices: Stay loyal to Britain; Fight for freedom; Remain neutral; Boycott British goods
Benefits: Freedom from British rule and taxation; representative government
Costs: Loss of protection from Britain; Division of families; Loss of life in war
Incentives: Lord Dunmore's Proclamation offered freedom to slaves who fought against the Patriots; Compensation for soldiers
Influence: Development of democratic government; union of the colonies; American pride

Assessment

Throughout the unit there are activities that enable students to show their knowledge of the significant aspects of the Revolutionary War. When this unit is completed, the students should be able to:

- describe the background and causes of the American Revolution.
- list and describe the major British acts.
- explain the events that led to the drafting and signing of the Declaration of Independence.
- describe the key features of the Declaration of Independence.
- portray some of the key individuals of the period including their views, lives and impact.

Extended and Correlated Activities

Students write letters to the editor of the New York Gazetteer that printed Rivington's poem. The letters explain why the students either support or refute Rivington's point of view. Encourage students to include their own drawing to illustrate what they have said in their letters. Select several of the letters to read to the class.

There are many famous paintings of the Revolutionary War period that vividly tell stories of the people and events of the time. One such work of art is, Washington Crossing the Delaware, painted by Emanuel G. Leutze in 1851. Use the painting as a point of discussion and ask students to interpret what was taking place.

This and other paintings of this time period make excellent introductions to lessons. In conjunction with examining this picture, students may read some of George Washington's letters about his personal reactions to his assignment as commander. W.B. Allen's George Washington: A Collection is a substantial resource for such an activity. Visit Mount Vernon at http://www.mountvernon.org/

After students are shown a variety of paintings of historical events of that time, have them create murals using tempera paints to depict several of the important events of the Revolution.

Resources for the Sample Topic

Adler, Daivid A. *A Picture Book of Patrick Henry*. Holiday House, 1995. Patrick Henry, 1736-1799.

The American Reader: Words that Moved a Nation. Harper Collins, 1990.

Baker, Austin R. "The True Manner in Which the American Colonists Declared Themselves Independent of His Majesty King George III." *Early American life*, Vol. 8, no. 4 (Aug. 1977). Caption title. Austin R. Baker served as an officer in the British Army and is now editor of British History.

Barner, Bob. *Which Way to the Revolution?* Holiday House, 1998.

The Boston Massacre. Cobblestone Publishing, Inc., 1980. A brief history of the Boston Massacre and the events that lead up to it.

Brown, David S. *Thomas Jefferson: A Biographical Companion*. 1998. An encyclopedia covering the life of Thomas Jefferson and the key issue, events and personalities that shaped him.

Carter, Alden. *Colonial Wars: Clashes in the Wilderness*. Franklin Watts, 1993. This book features key battles, military strategies, and equipment used during the French and Indian Wars, which gave the British control of North America.

D'Aulaire, Ingri. *Benjamin Franklin*. New York: Houghton Mifflin, 1997. A biography of the witty author, scientist, and statesman who helped with the Declaration of Independence and the Constitution and became the first ambassador of the United States of America.

Dickinson, Alice. *The Stamp Act*. 1970. Chronicles the reaction of the American colonists to the Stamp Act passed by the British in 1765.

Denenberg, Barry. *Journal of William Thomas Emerson, A Revolutionary War Patriot*. Scholastic, 1998. The journal of William, a 12-year-old orphan, tells of his experiences in pre-Revolutionary Boston.

Ferris, Jeri. *Thomas Jefferson: Of Liberty*. 1998. A biography that describes the love of books and learning as well as the personal life and political career of the third president of the United States.

Fleming, Candace. *Hatmaker's Sign: A Story of Benjamin Franklin*. Orchard Books, 1998. Benjamin Franklin shared the parable of a hatmaker and his sign with Thomas Jefferson. It is Franklin's attempt to cheer Jefferson as the Continental Congress begins editing the Declaration of Independence.

Forbers, Esther. *Johnny Tremain*. Houghton Mifflin Co., 1988. After injuring his hand, a messenger for the Sons of Liberty in the days before the American Revolution.

Giblin, James. *George Washington: A Picture Book Biography.* Scholastic, 1997.

Green, Robert. *King George III.* 1997. A biography of the eighteen-century British monarch during whose reign the American colonies fought to break away and form an independent nation.

Greenblatt, Miriam. *John Quincy Adams, 6th President of the United States.* Presents the life of John Quincy Adams, including his childhood, education, employment; and political career.

George Washington: American Symbol. 1st ed. Hudson Hills Press, 1999.

Imaginary gardens: American poetry and art for young people. 1989. Includes a selection of poems by American poets and works of art by a variety of artists.

Kallen, Stuart A. *George Washington.* 1999

Kalllen, Stuart A. *The Founding Fathers.* 1955. Presents a biography of the Commander in Chief of the Continental Army and first president of the United States.

Knight, James. *Boston Tea Party: Rebellion in the Colonies.* Econo-Clad, 1999. A Boston merchant describes the American colonists' act of protest against British taxation and the tea monopoly of the East India Company.

Kroll-Smith, Steve. *Boston Tea Party.* Holiday House, 1998. The economic events that led frustrated patriots to dump tea off English ships into Boston Harbor are presented with clear text and watercolors that recreate the setting and add drama. An afterword and timeline are included.

Lawson, Robert. *Mr. Revere and I.*Little, Brown 7 Co., 1988. Paul Revere's horse describes some of their adventures together.

Longfellow, Henry Wadsworth. *Paul Revere's Ride.* Puffin, 1996. This beautifully illustrated picture book features a retelling of this famous poem.

Lukes, Bonnie. *American Revolution.* Lucent Books, 1996. This is a chronologically arranged history of the American Revolution. It has an excellent timeline and many quotations from primary sources.

Lukes, Bonnie L. *The Boston Massacre.* Lucent Books, 1998. Historical examination of the aftermath, including the trials, of the Boston Massacre of 1770.

Meltzer, Milton. *The American Revolutionaries: A History in Their Own Words.* New York: Harper and Row, 1987. Numerous primary sources contained in this work would be useful in this unit as a resource for teachers. See also The Black Americans: A History in Their Own Words (New York: Harper and Row Junior Books Group, 1984).

Millender, Dharathula H. *Crispus Attucks, Black Leader of Colonial Patriots*. New York: Macmillan Publishing Co., Inc., 1983. First issued as a part of Bobbs-Merrill's Childhood of Famous Americans series, this biography is popular with you readers. It is available in paperback.

Miller, Susan Marins. *The Boston Massacre*. 1997. The American adventure. Stephen Lankford worries that his older sister Lydia might get into serious trouble by taunting and throwing and throwing snowballs at the British soldiers stationed in Boston.

Morgan, Edmund Sears. *The Stamp Act Crisis: Prologue to Revolution*. 1970.

Munves, James. *Thomas Jefferson and the Declaration of Independence: The Writing and Editing of the Document that Marked the Birth of the United States of America*. 1978. Reconstructs seventeen days in the life of Thomas Jefferson during which the Declaration of Independence was written and edited. Includes reproductions of original manuscripts showing revisions and deletions

Murphy, Jim. *A Young Patriot: The American Revolution as Experienced by One Boy*. 1996. New York: Clarion Books. This is a biography of a teenage boy who lived during the Revolutionary times and fought in the war. The books is illustrated by many excellent black and white pictures that depict significant events.

O'Dell, Scott. *Sarah Bishop*. Boston: Houghton Mifflin, 1980. Fifteen-year-old Sarah Bishop is left without a surviving member of her family at the time of the American Revolution. Her father had remained loyal to the king, and her brother had joined the rebels. When her possessions were destroyed in a raid, she was forced to find a new life on her own.

O'Neill, Laurie. *The Boston Tea Party*. Milbrook Press, 1996. Narrative and pictures of the events leading up to and including the Boston Tea Party and its consequences are based on primary source documents and eyewitness accounts.

Osborne, Mary Pope. *George Washington: Leader of a New Nation*. New York: Dial Books for Young Readers. The author describes the factors in Washington's boyhood that helped shape Washington and relates his accomplishments as an adult. Quotations from Washington's letters and diaries are included.

Paine, Thomas. *Common Sense*. Various editions. In this famous revolutionary pamphlet, published in January, 1776, Paine advocated complete independence from Great Britain. Based on the natural rights philosophy of John Locke, Paine's argument inspired the colonists and aroused discussion about monarchy and independence. The book is recommended as a teacher reference; however, selected excerpts may profitably be read to students.

Pearson, Jim. *Women of the Revolution: A Unit of Study for Grades 5-8*. Los Angeles: Regents, University of California, 1990. This complete teaching unit was developed by the National Center for History in the Schools, 1100 Glendon Avenue, Suite 927, Los Angeles, CA 90024; telephone (310) 825-4702. Some reworking of the text will be necessary for grade five teachers to use this work in their classes, but it is a good example of in-depth study. This resource provides teachers with background material and excerpts from primary sources.

Peterson, Helen S. *Give Us Liberty: The Story of the Declaration of Independence*. Champaign, Ill.: Garrard Publishing, 1973. An engaging, slender, easily read book, Peterson's work was recently reprinted. It is recommended for reading aloud. Peterson is also the author of Abigail Adams: Dear Partner (Garrard Publishing, 1967), a recently reissued slim biography filled with many revealing passages from Adams's own writings.

Pinkney, Andrea Davis. *Dear Benjamin Banneker*. San Diego: Gulliver Books, 1994. This biography chronicles Banneker's accomplishments, including his creation of a wooden clock and his almanacs on astronomy. The book contains Banneker's letter to Thomas Jefferson in 1791 in which Banneker denounced racism. Jefferson's response is woven into the narrative.

Preston, Thomas. *Captain Thomas Preston's Account of the Boston Massacre*. 1997. Web-based book.

Quest for America. Cleveland: Modern Curriculum Press, n.d. Students can use selected booklets from this series, which features famous persons and events, for independent reading and research. Teachers can select those booklets appropriate for this unit.

The Revolution (poster). Culver City, Calif.: Social Studies School Service, n.d. This work, a battle map of the American Revolution, includes a chronology. It is a useful resource for teachers.

Richards, Norman. *The Story of the Declaration of Independence*. Chicago: Children's Press, 1968. Richards' book is one in a series issued by this publisher.

Rollins, Charlemae. *They Showed the Way*. New York: Harper and Row, 1964. Rollins's work has become an enduring presentation of great Afro-Americans. It may be read for pleasure or used for reference and research. Although out of print, this resource can be found in most public libraries. Schaefer, Lola M. *George Washington*. 1999. A simple look at the life of the man who led the patriot troops in the Revolutionary War and later became the first president of the United States.

Short, James and Thad Tate. *The Journal of Major George Washington*. Colonial Williamsburg, 1959. This is a primary source account of Washington's first official mission from October 1753 to January 1754. This is a useful resource to emphasize the importance of keeping journals.

Stein, R. Conrad. *The Boston Tea Party*. Children's Press, 1998. This Cornerstones of Freedom book describes the events preceding, during and following this noted event, which helped precipitate the American Revolutionary War.

Turner, Ann Warren. *Katie's trunk*. 1997. Katie, whose family is not sympathetic to the rebel soldiers during the American Revolution, hides under the clothes in her mother's wedding trunk when they invade her home.

Virginia General Assembly, Governor's Council, 1769. Address of the Council to Governor Botetourt expressing their respect for him on the opening of the General Assembly. They specifically express their happiness at the lifting of duties on various items and the prudence of

repealing the revenue acts, both of which actions promoted harmony between England and the colonies. Botetourt in return thanks them for their support.

Waters, Kate. *Mary Geddy's Day: A Colonial Girl in Williamsburg*. This pictorial essay reconstructs the events of an ordinary colonial girl's day in Williamsburg while this day is important because the colony will vote for or against independence.

Welsbacher, Anne. *John Adams*. 1998. A simple biography of the second president of the United States, form is childhood and education in Massachusetts to his marriage to Abigail Smith and is role in the country's early history.

Visual and Performing Art Resources

The American Revolution. This set of 25 slides of paintings from the period is available from the American Library Color Slide Company, Inc., P.O. Box 5810, Grand Central Station, New York, NY 10163-5810; telephone (212) 255-5356.

Baker, Charles F., III. The Struggle for Freedom: Plays on the American Revolution. 1990. Peterborough, N.H.: Cobblestone Publishing. This soft cover collection includes maps and plays about ordinary and extraordinary slaves and free persons of both genders.

"Birth of Liberty: Music of the American Revolution" (NW 276). New World Records, 701 Seventh Avenue, New York, NY 10036. Part of the Recorded Anthology of American Music Series. This musical recording is a primary source best found in libraries. It includes a fife and drum corps and defiant and satirical songs, all of which help convey an impression of the times. The recording company intends to reissue it.

"Colonial and Revolutionary Songs." The singing of Keith McNeil and Rusty McNeil can be heard on these audiocassettes, which offer two hours of music and history from Colonial America in the seventeenth and eighteenth centuries, the American Revolution, and the War of 1812. The songs, which are clearly rendered, tell the stories of real people and their many backgrounds. The McNeils sing solos and duets, sing with a chorus, and play a variety of instruments appropriate to the time period. The audiocassettes are available from WEM Records, 16230 Van Buren Boulevard, Riverside, CA 92504; telephone (714) 789-0130.

Colonial Singing Games and Dances. Colonial Williamsburg Foundation, P.O. Box CH, Williamsburg, VA 23187; telephone (804) 229-1000. This booklet and cassette come with complete instructions for performing such games and dances as the six-hand reel and the minuet. It contains the music and includes performances of songs by children. The booklet is recommended for use in the study of later cultural life in the colonies. The foundation has numerous books, slides, and tapes that could be used with this unit and later units.

Glubok, Shirley. *The Art of the New American Nation*. New York: Macmillan Publishing, 1972. This unusual book contains a varied collection of visual art produced in the United States from 1776 to 1826. The commentary is easy to read and helps students gain a better understanding of

American culture during that era. Although out of print, this book can be found in most public libraries.

Go in and out the Window: An Illustrated Songbook for Young People. Compiled by Metropolitan Museum of Art staff. Music arranged by Dan Fox. Commentary by Claude Marks. New York: Henry/Holt, 1987. This beautifully illustrated collection of 61 classic songs has a short commentary for each song and links the song to an art treasure from the Metropolitan Museum of Art. Each tune is easy to play and suitable for piano, guitar, violin or recorder. There is also a fingering chart for guitar chords.

Hand in Hand: An American History Through Poetry. Collected by Lee Bennett Hopkins, Illustrated by Peter M. Fiore. New York: Simon and Schuster, 1994. This unique perspective of events in American history helps students understand the American experience through poetry. An original painting or sketch by artist Peter Fiore accompanies each of the poems, which are centered on chronological periods in American history. This is a good classroom resource book.

Ives, Charles Edward. "Three Places in New England" (programmatic suite). Various recordings. Michael Brent Publications, 70 Winding Wood Road, Port Chester, NY 10573; telephone (914) 939-4344. Selections offered include musical plays for young people, including Tall Tom Jefferson, and a collection of 145 Americana slides of colonial lithographs, Revolutionary War flags, and so on. The slides can be used in later units as well.

National Gallery of Art, Mail Order Department, Publications Sales, 2000 B South Club Drive, Landover, MD 20785; telephone (202) 737-4215. Large color reproductions available from this source include Edward Savage's *The Washington Family* and Gilbert Stuart's *George Washington*. New York Graphic Society, Ltd., P.O. Box 1469, Greenwich, CT 06836; telephone (203) 661-2400. The following large and small full-color study prints and posters are available from this source:

- John Singleton Copley, Portrait of Paul Revere
- Emanuel Leutze, Washington Crossing the Delaware, 1851
- Samuel F. B. Morse, General Lafayette, 1826
- Rembrandt Peale, Thomas Jefferson
- Gilbert Stuart, General John R. Fenwick
- Gilbert Stuart, George Washington
- John Trumbull, The Battle of Bunker's Hill
- John Trumbull, The Declaration of Independence

Shorewood Fine Art Reproductions, Inc., 27 Glen Road, Sandy Hook, CT 06482; telephone (203) 426-8100. Full-color reproductions, 22" x 28" (55.9 x 71.1 centimeters), mounted on cardboard or unmounted, laminated or unlaminated, available from this source include James Peale's *Washington at Yorktown* and Gilbert Stuart's *George Washington*.

Silverman, Jerry. *Songs and Stories from the American Revolution*. Brookfield, Conn.: Millbrook Press, 1994. Ten songs of the American Revolution are presented, along with sheet music and stories relating to the song. Songs include "Yankee Doodle," "Ballad of Bunker Hill," "The Days of Seventy-Six," and "The Surrender of Cornwallis."

Traugh, Steven. "Pre-Colonial Times Through the Revolutionary War." Vol. I of *the Voices of American History* Series. Cypress, Calif.: Creative Teaching Press, 1994. This volume consists of two cassettes and an activity booklet. The first cassette contains orchestrated songs and narrative for sing-alongs; the second cassette provides instrumental arrangements for performances and background music; and the booklet sets the stage for exploring America's past through song. This volume shares the words of settlers, servants, slaves, and seafarers and delineates the nuances of everyday life. The bibliography recommends fiction, nonfiction, and song books to supplement this unit of study.

Web Sites

Boston National Historic Park (http://www.nps.gov/bost/booklist.htm). Visitors to this site tour the bookstore, where over 600 titles (videos, audiotapes, and postcards) represent Boston's history from its early settlement period through World War II (links to Boston's Freedom Trail).

Yorktown Victory Center (http://www.bensonhouse.com/williams.htm). An overview of colonial life and the colonists' struggle for independence during the Revolution is presented in a re-creation of a Continental Army encampment at Yorktown.

Colonial Williamsburg (http://www.history.org). Colonial figures, timelines, and other data may be accessed at this site through primary and secondary sources.

Women in the American Revolution (http://rims.k12.ca.us/women_american_revolution/). Everyone's heard of Paul Revere, George Washington, Benedict Arnold, and Peyton Randolph, but who knows about Molly Pitcher, Penelope Barker, Esther Reed, or Patience Wright? Well, if you haven't, you've come to the right place. There are activities to support the content of this Virtual Museum.

Chronicle of the Revolution (http://www.pbs.org/ktca/liberty/chronicle/index.html). Pick a battle from the American Revolution and find out about the people and events that happened there. There are wonderful primary sources and pictures at this site.

Declaring Independence - Drafting the Documents (http://lcweb.loc.gov/exhibits/declara/declara1.html). This exhibition from the Library of Congress has pictures and a description of each draft of the Declaration of Independence.

Explore the Amazing World of Early America (http://earlyamerica.com/earlyamerica/index.html). Using the media of the day including newspapers, maps, magazines, autobiographies, and art, discover how the people in colonial times saw the world. There are wonderful primary source materials here to explore.

Fireworks (http://genxtvland.simplenet.com/SchoolHouseRock/song.hts?lo+fireworks). Listen to and perform this song about the Declaration of Independence from the America Rocks website. This site requires sound and video capability in order to get the full benefit.

George Washington (http://www.history.org/people/washhdr.htm). A George Washington biography, a description of his time in Williamsburg, and an excerpt from the book Duel in the Wilderness.

George Washington (http://www.whitehouse.gov/WH/glimpse/presidents/html/gw1.html). This is a short, two page biography of George Washington.

George Washington's Home Page (http://www.virginia.edu/~gwpapers). The entire collection of George Washington's diaries and papers. When did he find the time? This is the place if you want to know more about Washington.

Revolution (http://www.pbs.org/wgbh/aia/tguide/2index.html). As "freedom fever" sweeps the British American colonies, enslaved Africans apply the rhetoric of liberty to their own continuing struggles. Blacks challenge white America to live up to the "natural rights" doctrine espoused in Revolutionary documents. Finding slaves and free black men among his newly mustered troops, George Washington initially bars blacks from further enlistment, but as his forces dwindle -- and thousands of slaves are lured into the British army by promises of freedom -- Washington establishes a black regiment. African Americans, enslaved and free, then face a difficult dilemma: which side of the conflict holds the greatest promise of freedom for black men and women? This incredibly rich set of resources accompanies the Africans in America series from PBS.

Revolutionary War: A Journey Toward Freedom (http://library.thinkquest.org/10966/). This student-created website has documents, maps and text about the American Revolution. It also has a student maintained discussion group for people who are studying this important event in history.

Revolutionary War Page (http://205.161.11.2/student/revwar/revwar.html). This site, created by Compass Elementary School in Boston, is an example of how students might create a web project as part of their study of the American Revolution.

Shot Heard Round the World (http://genxtvland.simplenet.com/SchoolHouseRock/song.hts?lo+shot). Sing along with America Rocks as you learn about the Battles of Lexington and Concord, the Minutemen and the beginning of the American Revolution. This site requires sound and video capability in order to get the full benefit.

American Revolution (http://www.greeceny.com/arm/welch/index.html). This is a 7th grade student-created website on the American Revolution showing their research and pictures of such events as the Boston Massacre and the Battles of Lexington and Concord. There are a few typographical errors that should have been caught but ,overall, this is a very useful model for other student-developed websites. The teacher's e-mail is listed so classes could collaborate.

American Revolution - an HTML project (http://odur.let.rug.nl/~usa/). A wonderful resource for documents. The project, located in the Netherlands, has transcribed a significant number of important pieces. USA government links.

American Revolution Page of Links (http://www.ilt.columbia.edu/k12/history/bookmarks.html). Links to people, documents, dates, and pictures from the War for Independence.

Benjamin Franklin: Glimpses of the Man (http://sln.fi.edu/franklin/rotten.html). Download lessons, enrichment activities, biographical information, and a short movie clip about one of the most interesting people in U.S. history.

Divided Families in the Colonies: the Randolphs, a Case Study (http://www.lacoe.edu/cia/history/williamsburg98/dickson.html). The issues surrounding the American Revoluiton created separation btween the American colonies and England but they divided families as well. This is the case of the Randolph family, some of whose members wanted to remain loyal and others who supported independence.

Appendix 1

What Caused the Revolutionary War?

Cause & Effect T-Chart

Appendix 2

The Meaning of Revolution

To help students understand the meaning of the revolution, teachers should explain its semantic history, as the following passage does:

Historically, until the late eighteenth century, 'revolution' essentially meant an orderly return to a previous condition. The planets' orbits were revolutions around the sun. The English Civil War (1642-1649) was a rebellion, not a revolution; the revolution occurred when Charles II was restored to his throne in 1660. Similarly, the Glorious Revolution of 1688 in England was a restoration of the constitution and Church of England after James II's attempt to subvert these. Apparently, the American patriots- insofar as they used the term- were still thinking of revolution in this sense, as resistance to tyrannical or arbitrary changes in order to return to an earlier acceptable condition. Since 1783 (or 1789) the older meaning has been neglected in politics, although we still find it in astronomy and mechanics. Nowadays, a revolution in the social science sense tends to mean a subversion, an overturning or overthrowing of a government or of an economic or social system. Hence we find phrases like Industrial Revolution, technological revolution, civil rights revolution, French Revolution, etc. It is worth remembering, however, that this was not the common usage in 1776-1783.

(From The Making of Our America, Teacher's Guide, Allyn and Bacon, 1974, pages 77-78).

In line with this thinking, the framework uses the term War for Independence as the title for this unit.

Appendix 3

The Steps to Revolution

Text from the Walking Timeline at Yorktown

1764-1772

Failing to raise money with the Stamp Act, Parliament passed the Townshend Acts in 1767, placing duties on glass, lead, paints, papers and tea, which could only be legally imported from Great Britain. The colonists at once adopted nonimportation agreements, to prevent the British from collecting taxes. Parliament withdrew all duties in 1770, except that on tea.

After years of conflict, no progress toward a compromise had been made between Britain and her American colonies. Each remained convinced of its own position and became more distrustful of the other. The colonists believed that they had twice defeated British tax schemes and were confident that they could do so again. The duty on tea, however, signaled Britain's intention to uphold its right to tax. Faced with continuing resistance, Parliament became more determined to use force, if necessary, to assert its authority.

1770

Having doubled in only twenty years, the population of Britain's thirteen North American colonies exceeds two million.

1773-1774

The events that followed the passage of the Tea Act demonstrated how irresolvable the conflict had become, and marked the turning point in relations between Britain and the colonies. Parliament's harsh response to the Boston Tea Party served to unify all thirteen colonies. There was a feeling of desperation in America, as none of the traditional ways of obtaining justice seemed to work.

Realizing the need for a unified defense of their rights, all the colonies sent delegates to the First Continental Congress in September 1774 to forge a common plan of action. Political leaders were kept informed of news through an effective system of correspondence, as they worked to develop new governing institutions. Widely read political pamphlets motivated Americans

to take a stand, and prepare to defend themselves. Armed struggle appeared inevitable.

May 1773

The Tea Act gives the British East India Company a monopoly on sales. In protest, patriots in New York and Philadelphia force ships to return to England without unloading their cargoes of tea.

"There will be no such thing as selling it, as the people would rather buy so much poison, than the tea with the duty thereon."
-- Abraham Lott, New York merchant, commenting on the Tea Act, 1773

December 1773

Patriots dressed as Indians board ships in Boston harbor and dump more than 300 chests of tea overboard to prevent its unloading and sale.

"The Ministry could not have devised a more effectual Measure to unite the Colonies... Old Jealousies are removed, and perfect Harmony subsists between them."
-- Samuel Adams, Massachusetts patriot, commenting on the Tea Act, December 1773

March 1774

The Parliament passes the Boston Port Act, closing the harbor to all seaborne trade as punishment for the Boston Tea Party.

"We must punish, control, or yield to them."
-- Lord North, British prime minister, referring to the citizens of Boston, March 1774

May 1774

Virginia's House of Burgesses supports Boston by observing a day of fasting and prayer. Virginia calls for a unified colonial response through a boycott of British goods.

September 1774

"We ask but for Peace, Liberty and Safety."
-- First Continental Congress petition to King George III, September 1774

"The dye is now cast, the Colonies must either submit or triumph."
-- King George III to Lord North, September 1774

October 1774

The First Continental Congress declares that Americans are entitled to the rights of "life, liberty, and property." It forms the Continental Association, an

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agreement calling on the colonies to stop all imports from Britain, and providing for local committees to enforce its provisions.

November 1774

Yorktown residents stage a southern tea party, boarding the ship *Virginia* and dumping chests of tea into the York River. Throughout the colonies, local leaders begin to prepare for military resistance and develop new political institutions to replace British authority.

1775-1776

When the British began sending soldiers to New York and Boston in the late 1760's, the colonists suspected that these troops might be used against them and they began preparation to defend themselves. In April 1775, their fears were confirmed by news of the fighting at Lexington and the lives lost by both sides during the bloody British assault on Breed's and Bunker Hill in June made a peaceful compromise more and more unlikely.

In Philadelphia, the Second Continental Congress voted to organize and American army under George Washington even as they authorized military resistance, the delegates made one last attempt for reconciliation. In sending the Olive Branch Petition to the King in June. George III, however, refused to read it and declared the Americans rebels. By early 1776, popular opinion in the colonies in favor of independence was growing, partly influenced by Thomas Paine's pamphlet, Common Sense.

February 1775

Parliament declares Massachusetts in a state of rebellion. British General Gage is authorized to use force to control the colony.

"The die is cast....it seems to me the Sword is now our only, yet dreadful, alternative..."
-- Abigail Adams in a letter to a friend, February 1775; her letters and writings frequently expressed strong political views and she was an early advocate of greater political rights for women

March 1775

"I know not what course others may take; but as for me, give me liberty or give me death!"
-- Patrick Henry, March 23, 1775, urging the Virginia Revolutionary Convention meeting at St. John's Church in Richmond to authorize arming a militia force to defend colonial rights

April 1775

British troops, attempting to capture colonial military supplies, exchange gunfire with Massachusetts minutemen at Lexington and Concord. Lord Dunmore, royal governor of Virginia, seizes the colony's store of gunpowder at Williamsburg.

"The barbarous Murders on our innocent Brethren on Wednesday the 19th Instant, has made it absolutely necessary that we immediately raise an Army to defend our Wives and our Children..."
-- Joseph Warren, president of the Massachusetts Provincial Congress, from a broadside printed shortly after the battles of Lexington and Concord, April 1775

"Our men had very few opportunities of getting good shots at the Rebels, as they hardly ever fired but under cover of a Stone wall, from behind a tree, or out of a house; and the moment they had fired they lay down out of sight until they had loaded again, or the Column had passed."
-- Lt. Frederick MacKenzie, British officer, describing the retreat from Lexington to Boston, April 19, 1775

May 1775

Ethan Allen and the Green Mountain Boys capture Fort Ticonderoga, New York, and its heavy artillery from the British. Second Continental Congress meets in Philadelphia.

June 1775

Battle of Bunker and Breed's hills, Boston. British win the struggle but suffer heavy losses. George Washington is appointed commander-in-chief of the Continental forces. Congress enacts Articles of War.

July 1775

"Our cause is just. Our union is perfect. Our internal resources are great, and...[we are] resolved to die freemen rather than live slaves."
-- Declaration of the Second Continental Congress on the necessity of taking up arms, July 1775

November 1775

Virginia's royal governor, Lord Dunmore, issues an emancipation proclamation, offering to free "all indented servants [and] Negroes" who will fight alongside the British.

December 1775

British soldiers under Governor Dunmore's command are defeated by Virginia troops at the Battle of Great Bridge, Virginia. The governor is forced to flee his base at Norfolk. An American assault on Quebec, led by generals Richard

Montgomery and Benedict Arnold, is repulsed and Canada remains under British control.

January 1776

Thomas Paine's Common Sense is published in Philadelphia. It wins thousands over to the idea of American independence.

"Reconciliation...like an agreeable dream, has passed away and left us..."
-- Thomas Paine, American Patriot and pamphleteer, in Common Sense, January 1776

April 1776

Captain John Barry, commanding the brig Lexington makes the first capture, during battle, of a British warship by a regularly commissioned American cruiser.

May 1776

France begins secretly sending money and military supplies to the colonies.

"No free government or the Blessing of Liberty can be preserved to any people but by a firm adherence to Justice, Moderation, Temperance, Frugality, and Virtue and by frequent recurrence to fundamental Principles."
-- George Mason, Article 15, Virginia Declaration of Rights, 1776

June 1776

The Virginia Revolutionary Convention passes George Mason's Declaration of Rights, the first bill of rights to be adopted in America. Virginian Richard Henry Lee introduces a resolution to the Continental Congress, called for independence.

1789

As the French Revolution begins, the National Assembly adopts the Declaration of the Rights of Man and Citizen. It is heavily influenced by Virginia's 1776 Declaration of Rights.

"[The Constitution is] intended to endure for ages to come and consequently to be adapted to the various crises of human affairs."
-- John Marshall, Chief Justice Supreme Court, 1819

1791

Poland adopts its first and the world's second written national constitution, which states that government authority begins with "the will of the people." Before it can be implemented, a Russian-led invasion kills the new plan and the perceived threat it poses.

1810 – 1825

Under the leadership of Simon Bolivar and Jose de San Martin, regions of Central and South America rebel against Spain and declare their independence. Several of the new republics, including Venezuela and Argentina, subsequently adopt Constitutions based on that of the United States.

1848

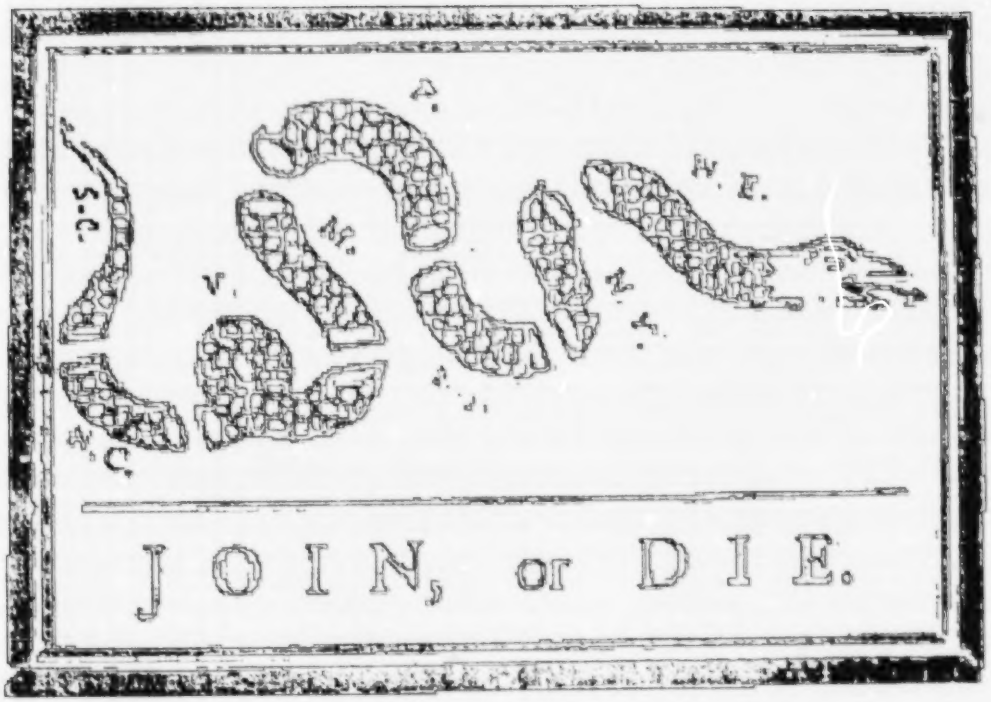
A series of democratic revolutions break out in Europe. Some European nations adopt written Constitutions.

"The most wonderful work ever struck off at a given time by the brain and purpose of man."
-- British Prime Minister William Gladstone's assessment of the U.S. Constitution, 1878

1990

A number of Eastern European nations, recently free from Soviet domination, begin drafting new democratic constitutions. Many emerging democracies look to the U.S. Constitution as a leading example and adopt rights that limit the power of the government over individuals.

Appendix 4



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Appendix 5

Notable Figures of the Revolutionary Era

This list of revolutionary notables may be extended as librarians, teachers, and students discover additional heroes and heroines:

Abigail Adams	General Robert Howe
John Adams	Thomas Jefferson
Samuel Adams	John Paul Jones
Ethan Allen and the Green Mountain Boys	Thaddeus Kosciusko
James Armistead	General Marquis Lafayette
Benedict Arnold	Manbert Lathem
Crispus Attucks	Barzillai Lew
Pomp Blackman	Sybil Luddington
George Rogers Clark	James Madison
Lord Charles Cornwallis	Francis Marion, the Swamp Fox
Lydia Darragh	Saul Matthews
Caesar Dickerson	Thomas Paine
Prince Estabrook	Molly Pitcher (Mary Ludwig)
Pomp Fiske	Pompey
James Forten	Salem Poor
Peter Francisco	Colonel William Prescott
Benjamin Franklin	Joseph Rnager
Phoebe Fraunces	Paul Revere
George III	Betsy Ross
George Grenville	Peter Salem
Nathan Hale	Mercy Otis Warren
Prince Hall	General George Washington
Alexander Hamilton	Caesar Weatherbee
John Hancock	Phillis Wheatley
Cuff Hayes	Prince Whipple
Lemuel Haynes	John Wilkes
Patrick Henry	Cato Wood
Cato Houe	Betty Zane

Appendix 6

Unsung Heroes of the Revolution

Over 5,000 black men and women took part in America's struggle for independence from Great Britain. They fought bravely, hoping that their sacrifices would help earn them their own inalienable rights to life, liberty, and the pursuit of happiness—rights the institution of slavery had long denied them. As the following account reveals, these brave men and women were indeed unsung heroes of the Revolution.

Before the War

Massachusetts was the center of opposition to the British government. Its legislature failed to support the governor of the British troops, and the presence of these troops in Boston was a constant source of irritation to the citizens. When Samuel Adams called for dock workers and seamen to demonstrate against the British troops who were guarding the customs commissioners at Boston harbor, Crispus Attucks, a black man, was one of the first to volunteer. On the evening of March 5, 1770, Attucks, who had escaped from slavery and run away to sea at an early age, joined 20 to 30 other demonstrators on King Street to confront Captain Thomas Preston's company of redcoats. Attucks was at the head of the group, which was armed with only sticks and stones, and urged the others on. The British soldiers fired into the crowd, killing Attucks and four other colonists and wounding several others. In this confrontation, which became known as the Boston Massacre, the first blood in the cause of American independence was shed; and Crispus Attucks, a black man, was the first American to die for the ideals of the Revolution.

A colonial jury later acquitted Captain Preston and all but two of the soldiers, who were found guilty of manslaughter. After this incident, the call for revolution gained momentum; five years later, the war began.

When war broke out, many blacks were eager to enlist and support the Revolution. They believed that the philosophy of the Revolution, based on equal rights for all men, held out new hope for them. At first, there was much controversy over the proposal to enlist blacks to serve in the Continental army. However, it is estimated that between 4,000 and 6,000 served in the Continental army, in both integrated and all-black regiments. Their contributions to the American Revolution are certainly significant. Many served with valor and gave their lives for the cause of freedom and equality.

During the War

The blacks of the New England colonies demonstrated their loyalty to the Revolutionary cause by their courage in the war. For example, Peter Salem, of the Framingham militia in Massachusetts, distinguished himself at the Battle of Bunker Hill. He is said to have fired the shot that killed Major John Pitcairn, the leader of the British troops. Another enlistee, Salem Poor, was also commended as a brave and gallant soldier for his contributions at Bunker Hill. A special citation signed by William Prescott state of Poor: "We was a brave and gallant soldier."

A black soldier named Prince Hall, whose father was English, assisted in the capture of Major General Richard Prescott, the commanding officer of the royal army at Newport. Later, he was instrumental in the formation of the Free Masons Lodge, which worked to educate free Negro children in Boston and urged the Massachusetts legislature to support emancipation measures.

Lemuel Haynes fought in the Battle of Lexington. A minuteman, he later became the first black minister to a white congregation, in Torrington, Connecticut.

Brazillai Lew was the son of a free Negro who migrated from Haiti to Massachusetts. He distinguished himself in the Battle of Bunker Hill and the siege of Boston. He later became the commander of enlisted Negroes in Rhode Island and attained the rank of company commander during the war.

A Rhode Island regiment of 400 blacks successfully defended their position on the Red Bank against 1,500 Hessian troops. At the siege of Savannah in 1778, a group of free Negroes from Haiti known as the Black Legion covered the American retreat. With many counterattacks, under French Admiral Jean d'Estaing, they saved the Americans from a crushing defeat.

One of the most dangerous jobs during the war was that of the spies who gathered intelligence on the British. One such spy was James Armistead, a Negro slave under the command of the French General Marquis de Lafayette. After the war, he purchased 40 acres of farmland in Virginia. His portrait, painted by John B. Martin, hangs in the Valentine Museum in Richmond, Virginia.

Blacks served in the Continental navy as well as the Continental army. Because of their expert knowledge of coastal waters, they served with distinction as pilots of many naval boats. Two of the many black American seamen who distinguished themselves in the Revolutionary War were Joseph Ranger and Caesar Tarrant. Joseph Ranger served on four different naval vessels during the war – the *Hero*, the *Dragon*, the *Jefferson*, and the *Patriot*. In 1781, he was taken prisoner by the British, but he was later released and granted his freedom. The Commonwealth of Virginia gave him a grant of 100 acres of land after the war. Caesar Tarrant served for four years as pilot on the Continental navy. In 1786, he received his freedom for his service during the Revolution.

Some blacks were loyal to the British. They favored a British victory because they believed that their chances for freedom would be greater under British rule. Many even served as British soldiers. In 1781, for example, Fort Cornwallis in Augusta, Georgia, was manned by some 400 British and 200 black soldiers. Many blacks even left with the British at the end of the war. Some historians maintain that over three-quarters of the blacks in Georgia left with the British at the end of the Revolutionary War.

After the War

Many slaves were freed by their masters to join the Continental army or navy. Their contributions were noted in the following statement made by American statesman Charles Pinckney, of South Carolina, in 1830: "They were then, as they still are, as valuable a part of our population to the union as any other equal number of inhabitants. They were, in numerous instances, the pioneers and, in all, the laborers of the greatest part of the fortifications raised for the protection of our country..." Near the end of the war, John Hancock, Governor of Massachusetts, gave a banner with his initials on it to a regiment of black soldiers as a tribute to their devotion to the cause of the American Revolution.

As a result of their loyalty and devotion to America's independence, many laws were passed to aid the blacks at the end of the war. In Rhode Island, in 1778, it was proposed that up to 12 pounds be paid to the owner of each slave who was "immediately discharged from the service of his master or mistress, and be absolutely free, as though he had never been encumbered with any kind of servitude or slavery." The Rhode Islanders also declared that liberty was to be given to "every effective slave to enter into the service during the war, and upon his passing muster, he is absolutely free." In the same year, the Massachusetts legislature passed similar laws. In March of

1781, New York authorized two regiments of blacks to be freed after the completion of their service. A Virginia law of 1783 stated that all slaves who had served in the army could not be reenslaved.

Appendix 7

Six-Point Decision-Making Chart

1. People choose. People always face choices. People choose the alternative that gives them the most advantageous combination of costs and benefits. People choose even when those choices appear to be poorly informed or choices are so limited that it appears there is no choice. Explicitly or implicitly, people make choices. Questions:
   - What is the choice being made?
   - Who is making the choice?
   - What other choices are available?
   - What are the benefits of each of the other choices?

2. People's choices involve costs. People incur costs when making decisions, even when they appear to have paid nothing. One important way of assessing cost in economics is to consider the second-best alternative that people give up when they make their best choice. Questions:
   - What are the costs of each choice?
   - What are the alternatives?
   - What is being refused?

3. People respond to incentives in predictable ways. Incentives are rewards that encourage people to act. When incentives change, people's behavior changes in predictable ways. Questions:
   - What are the expected costs?
   - What are the expected benefits?
   - What are the incentives or rewards being offered?
   - Do the people involved understand the costs and benefits of their choices?

4. People create economic systems to influence choices and incentives. Cooperation among people is governed by written and unwritten rules. As rules change, incentives, and behavior change. Questions:
   - What are the rules of the system?
   - How were the rules made?
   - Who enforces the rules?
   - Who benefited from the rules?
   - How might the rules have changed?

5. People gain when they trade voluntarily. People trade when what they receive through trade makes them better off. If they expect no benefit, people will not trade. Questions:
   - What is being traded or exchanged?
   - Why is exchange taking place or not taking place?
   - How do the choices influence trade and exchange?
   - Are some of the exchanges made non-voluntary?

6. People's choices have consequences that lie in the future. When people make decisions, they try to anticipate future costs and benefits. The future, of course, is uncertain; so decisions are risky, and some decisions are mistaken. Questions:
   - What was at risk?
   - What consequences did the choices made have for the future?
   - Where the benefits greater than the costs?

Adapted from United States History: Eyes on the Economy. National Council on Economic Education, 1993.

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